

Higher Steps #5: Combinations (Module 5) & V-C-e (Module 6) Syllables

The Goal: to provide 1-on-1 reading intervention wherein the student **reads and rereads** as much appropriately **challenging text** as possible and receives **explicit instruction in decoding, phonemic awareness & spelling.**

Agenda

1. Debrief & Review: How is the lesson going?
2. Trainer re-models as needed.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer models AWS Module 5 (combinations) & 6 (V-C-e) components.
5. Participants practice all AWS components.

Next Training: Clinic with entire HS Lesson!

Note: to improve as a reading interventionist, we recommend that you watch our Higher Steps video demonstrations. Go to

<http://www.uurc.utah.edu/Educators/Resources.php>

Please be open to our staff helping you during observations! Immediate feedback is most effective.

Site Coordinators! Initiate Home Word Charts? Go to www.uurc.org. Click on the *For All* tab in the left hand column. Then, click on the *Forms and Charts* tab. Click on the *Home Word Charts* tab.

Materials to Bring to Each Training

- binder with all HS lesson plans, etc.
- word study kit, LPs & inventories - 2 index cards
- AWS General Instructions
- white board, 2 markers, mechanical pencil/pointer
- spelling notebook for student

Working in Word Study

Review: Key Concepts for Closed Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is “closed in” on the right side by one or more consonants.
3. No onset needed.

4. This orthographic pattern makes the vowel “short.”
5. Tap, if helpful (e.g., *slink*).
6. Question, break, scoop & read (e.g., *enchant*).
7. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind -ild, e.g., *cholt*) with the “long” sound.

Review: Key Concepts Related to Open Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is not “closed in” on the right side with consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “long.”
5. Question, break, scoop & read (e.g., *motto*, *handy*).

Review: Key Concepts for Schwa

1. Schwas are found in multi-syllabic words. A multi-syllabic word may have more than 1 schwa!
2. Schwa is a relaxed sound for the vowel in an uninflected syllable.
3. Question, break, scoop & read, using schwa where needed (e.g., *consonant*, *mittens*). Do we say _____ or _____?
4. Schwas are easier to read than they are to spell. Sounds like _____; spells like _____.

Intro: Key Concepts Related to V-c-e Syllables

1. Is there V-c-e pattern in the syllable?
2. What should we do to the 'e'? Make it silent.
3. The silent 'e' makes the vowel long.
4. No onset needed.
5. Question, break, scoop & read (e.g., *chose*, *define*).

Pacing in Modules: Word Study ✓

- See instructions on LP.

Trainer Models Module 5 (Combinations) & 6 (V-C-e)

1. Access Module 5 Inventory. Trainer models setting up AWS portion of LP. Participants copycat.
2. Trainer models Module 5: WBW → Activity
→ Spelling
 - participants practice each component with peer
3. Model: planning subsequent Module 5 AWS lesson while clarifying each lesson component. Participants copycat.
4. Repeat above for Module 6.

Choose Appropriate Words for Students with Low Oral Language/ELLs

- pick “frequent & academic” words
- stay away from nonsense words

Remember: **tap** one syllable words; **scoop** polysyllabic words—even in connected text.

Remember: used forced choice questions rather than questions that could be answered more than 1 way. For example, rather than asking, “What kind of syllable is that,” ask, “Is that a closed or an rule-breaker syllable?”

Remember: help students learn to attribute word success to the skills and strategies they are learning. For example, “When I figure out whether the syllable is closed, I know the vowel sound and then I can get the word right!”